Explore the new edition:

**My World Link Online** is a completely new personalized resource for learners and teachers. ................................................ Page 2

**Grammar Tutorials** on My World Link Online and the Classroom Presentation Tool reinforce the updated grammar presentation in the student books. Pages 3 and 5

**A Warm-Up video** from authentic sources like National Geographic and YouTube now starts each unit. Page 4

The new **Classroom Presentation Tool** for each level promotes classroom communication. ......................................... Page 5

**A complete unit** featuring updated, engaging topics like social media, urban art, and international lifestyles. .................................................................................................................. Page 6

The updated **Lesson Planner** makes increasing classroom communication easy! ........................................................................ Page 20

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**Presenting World Link, Third Edition**

Now in a new edition, World Link helps adult learners communicate fluently and confidently in English through the use of:

- essential grammar.
- engaging topics and fascinating images.
- meaningful communication.
- dynamic vocabulary.

low-beginning to high-intermediate
My World Link Online is the one-stop location for all learning and teaching resources!

My World Link Online offers personalized instruction and practice that prepares learners for meaningful classroom communication!

Each learner is given a core set of instruction and practice activities in reading, writing, listening, speaking, grammar, and vocabulary. Then, their personalized learning path adapts to meet individual needs! Here is how it works:

1. The learner takes a one-time diagnostic test.

2. Based on the results of the diagnostic test, the learning path adjusts to add the instruction and practice needed for fluency. Learners will receive additional re-teaching as needed in grammar and vocabulary, and level-specific practice!

3. The learning path continues to adjust based on results in the activities and unit tests!

With My World Link Online, learners can access:
- Their personalized learning path
- An interactive eBook
- Grammar tutorials
- Speech recognition technology
- All video and audio resources

Within the learning path, My World Link Online provides cutting-edge support for real-world communication using speech recognition technology. Learners can practice their speaking and listening skills independently in meaningful contexts!

New Grammar Tutorials integrated into the personalized learning path in My World Link Online make independent practice more accessible, preparing learners for effective classroom participation!

For contextualized listening practice, the new Warm-Up videos from authentic sources like National Geographic and YouTube are integrated into the learning path along with related activities.

Perfect for traditional, flipped, blended, and online classrooms, My World Link Online is the flexible, one-stop solution for all instructional needs!

With My World Link Online, instructors can:

- Track individual learner and class progress through the gradebook.
- Create assignments and monitor learner progress.
- Access all of the audio, video, and instructional support materials needed for classroom preparation.
World Link, Third Edition offers the most comprehensive video program!

A new Warm-Up video for each unit from authentic sources like National Geographic and YouTube can be used to introduce the unit topic and provide examples of real language.

Student activities tied to the Warm-Up videos are now located on the first page of every unit.

Bring the classroom to life with all-new activities for the Warm-Up videos on the Classroom Presentation Tools.

The updated Lesson Planner offers instructional support for each Warm-Up video at the before, while, and after viewing stages.

The complete World Link video program now offers four videos per unit:
- The Warm-Up video (new)
- Good Morning World
- City Living
- Global Viewpoints

The Classroom Presentation Tool promotes classroom communication!

Interactive student pages offer instructional flexibility! Instructors can lead communicative activities right from the student book knowing that they have their class’s full and focused attention.

New Grammar Tutorials offer alternate demonstrations of all grammar points taught in the student book.

All-new interactive games apply key grammar and vocabulary in communicative classroom activities.

Teachers have point-of-use access to all audio and video.
Look at the photo. Answer the questions.
1 What city is this? How can you tell?
2 Is your city a good place to live? Why or why not?
3 What do you like most about your city? What do you dislike?

UNIT GOALS
1 Identify places found in a neighborhood
2 Ask for and give directions
3 Give your location
4 Talk about problems in a city, and explain why a city is or isn’t a good place to live

Traffic speeds by on a busy night in Shanghai, China.
A Look at this list of places found in a neighborhood (the area around your home). Which words do you know? Do you know any other words that end in club, salon, shop, stand, station, or store?

health club  coffee shop  train station
hair salon  newsstand  grocery store

B Complete the location names below by using the words in the box. Then look at the photos and label the places. Compare your answers with a partner.

Word Bank
health club = gym
coffee shop = cafe
newsstand = kiosk
grocery store = supermarket
ATM = cash machine

1. ATM  5. department  9. police
2. book  6. gas  10. taxi
3. bus  7. nail
4. copy  8. night

C What do you do at the places in A and B? Which places do you visit often? Discuss with a partner.

I go to the train station every day. I take the train to work.

The train station in Lübeck, Germany.
A Pronunciation: Stress in compound noun phrases. Listen and repeat. What do you notice about the stress pattern of these nouns? CD 2 Track 2
1. health club  4. taxi stand
2. coffee shop  5. copy shop
3. train station  6. nail salon

B Listen for details. Listen to Pablo and Yuki’s conversation. Then fill in the blanks with the correct words from the list. CD 2 Track 3
1. The neighborhood has _____________ and _____________.
2. The bookstore has _____________.
3. Yuki has _____________.
4. Pablo has _____________.

C Make and check predictions. Look at the chart. Can you guess the answers? Listen again and complete the chart with other ways of saying these ideas. CD 2 Track 3

<table>
<thead>
<tr>
<th>Original idea</th>
<th>What you hear</th>
</tr>
</thead>
</table>
| How are you?  | _____________
| Is this your neighborhood? | _____________ around here? |
| Where are you going? drink coffee | _____________ a cup of coffee |

D Where is the most popular place to hang out in your neighborhood? Describe it to a partner.

WORLD LINK
Do you live near a train line or bus route? When does the first and last train or bus run? Gather some facts and report back to the class.

A Min Chul and Jan are driving to the movies. Look at the map and listen to their conversation. What are they looking for? Where is it? CD 2 Track 4

MIN CHUL: Uh-oh. I think we’re running out of gas.

JAN: OK... Where’s the nearest gas station?

MIN CHUL: I don’t know. Let’s ask someone.

JAN: Excuse me.

MAN: Yes?

JAN: Is there a gas station near here?

MAN: Yes. Go straight and turn right on Court Street. Go one block. It’s on the corner of Court Street and First Avenue.

JAN: Thanks!

B Practice the conversation in groups of three.

SPEAKING STRATEGY

<table>
<thead>
<tr>
<th>Useful Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking for and giving directions</td>
</tr>
<tr>
<td>Excuse me. Is there a gas station near here? Yes. Go one block. There’s one on the corner of Court Street and First Avenue.</td>
</tr>
<tr>
<td>Asking about a specific place</td>
</tr>
<tr>
<td>Excuse me. Where’s the Bridge Theater? It’s on Jay Street. Go straight and turn right on Jay Street. It’s in the middle of the block.</td>
</tr>
</tbody>
</table>

Speaking tip To start asking for directions, you can ask, Are you familiar with this neighborhood / area?

C Take turns asking a partner for directions to different places. Start at the X. Use the Useful Expressions to help you.

D Choose one place on the map and make a short conversation. Use the conversation at the top of the page as a model. Perform it for the class.
Ms. Smith and Ms. Jones live in the same apartment building at 50 Dean Street. They have tea together every Thursday afternoon at 4:00.

On this Thursday, Ms. Smith doesn’t answer the doorbell. Ms. Jones calls Mr. Busby, the apartment manager. He has a key to Ms. Smith’s apartment. He opens the door and sees Ms. Smith on the floor. She is dead!

Later, the police find an apartment key under Ms. Smith’s sofa. The number on the key is 300. The key belongs to the killer.

1. Who are Ms. Smith and Ms. Jones?
2. Who is Mr. Busby?
3. What does Mr. Busby see?
4. What do the police find? Why is it important?
Lesson B

Big Cities

Cities with the world’s worst traffic:
1. Istanbul, Turkey
2. Mexico City, Mexico

Vocabulary

A. Guess: Which city has the worst traffic? Check your answer at the bottom-right of the page.

B. Read the information. Then answer the questions below with a partner.

The problem with traffic

| During rush hour (the busy times in the morning and evening), people are often stuck in traffic. Their cars don’t move. In heavy traffic, a 30-minute trip is often an hour. • Having a lot of cars on the road causes a lot of air pollution. Worldwide, air pollution kills over three million people every year.* |
| At the moment, Jakarta, Istanbul, and Mexico City all have large populations of eight million people or more. But these cities don’t have enough public transportation (buses, subways, and trains). Each city is trying to build more. |

*Source: The World Health Organization

1. When are people stuck in traffic in these cities?
2. In heavy traffic, how long is a 30-minute trip?
3. What causes air pollution?
4. What are the cities trying to do about the traffic?
5. In your city, how is…
   - the traffic during rush hour? heavy so-so light
   - the air? very polluted so-so not very polluted
   - public transportation? terrible so-so excellent

Word Bank

Opposites

a lot of ↔ a little (pollution) (n.)
very ↔ not very (polluted) (adj.)
heavy ↔ light (traffic)
16 17

When people think of Peru, they imagine rain forests, mountains, and Machu Picchu. These things are not in Lima, but this city is still a nice place to live and visit for several reasons. For one thing, many other cities in Latin America have hot, humid weather in the summers. But Lima doesn’t. It has pleasant weather all year (15º C / 59º F to 27º C / 81º F). Many of the city’s older neighborhoods are beautiful and have small hotels, museums, clubs, and cafes. The Historic Center has some of the world’s best colonial architecture and there are even Incan ruins.

If you want to spend some time outside of the city, beaches, rain forests, and mountains can be visited easily from Lima. The city also has a lot of public transportation, but there’s heavy traffic in the city center, especially during rush hour. Be careful walking or driving there!

Hong Kong—once a small fishing village—is an international business center and an interesting mix of East and West, old and new. Modern buildings are next to small temples. Popular nightclubs are close to traditional teahouses. Busy crowds fill the streets at all hours of the day, but outside the city, there are parks for walking or relaxing. Hong Kong is also famous for its delicious street food and its many excellent restaurants with food from all over Asia, Europe, and the Americas.

There are many great things about Hong Kong, but there are some problems, too. Housing isn’t cheap. With a population of over 7 million, it is one of the world’s most expensive cities to live in. Also, the pollution in Hong Kong is not bad, but in the summer and winter, the air is sometimes polluted.

If the weather is pleasant, it is comfortable, not too hot or too cold.
Questions and Answers with How much / How many

<table>
<thead>
<tr>
<th>Count Nouns</th>
<th>Noncount Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td></td>
</tr>
<tr>
<td>How many parks are there in your city?</td>
<td>How much pollution is there?</td>
</tr>
<tr>
<td>(There are) a lot. / many.</td>
<td>(There’s) a lot.</td>
</tr>
<tr>
<td>some. / a few.</td>
<td>some. / a little.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td></td>
</tr>
<tr>
<td>There aren’t many. / Not many.</td>
<td>There isn’t much. / Not much.</td>
</tr>
<tr>
<td>There aren’t any. / None.</td>
<td>There isn’t any. / None.</td>
</tr>
</tbody>
</table>

A Turn to page 208. Complete the exercises. Then do B–D below.

B Complete the questions with much or many. Then think about your answers.

In your city...

1. how ______ people are there?
2. how ______ smog is there in the air today?
3. how ______ parks are there?
4. how ______ taxis are there?
5. how ______ noise is there?
6. how ______ crime is there?
7. how ______ fun things to do at night are there?
8. how ______ very cold days are there?
9. how ______ hot days are there?
10. how ______ traffic is there?

B Complete the questions with much or many. Then think about your answers.

In your city...

1. how ______ people are there?
2. how ______ smog is there in the air today?
3. how ______ parks are there?
4. how ______ taxis are there?
5. how ______ noise is there?
6. how ______ crime is there?
7. how ______ fun things to do at night are there?
8. how ______ very cold days are there?
9. how ______ hot days are there?
10. how ______ traffic is there?

C Ask and answer the questions in B with a partner. Use the words in bold in the chart in your answer.

How many parks are there in your city?

Not many. Maybe two.

D In your opinion, is your city a good place to live? Why or why not? Use your answers in C to explain.

There aren’t many parks in this city. We need more parks so people can relax and exercise.

A Present your brochures.

• **The presenters:** With your partner, present your brochure to the class. Each person should explain a part of the brochure.

• **The listeners:** For each presentation, complete these sentences on a piece of paper:

I liked ______ about this brochure.

I wanted to know more about ______

B Look at your notes in A. Which brochure and presentation was the best? Why? Tell a partner.

C As a class, choose the best brochure.
The updated World Link Lesson Planners!

The World Link Lesson Planner for each level makes preparation simple and effective through updated page-by-page teaching tips, new teaching options, expanded skill-building instruction, new video-viewing support, pacing guides, expansion activities, and all of the answers for the student book and workbook.

About the Photo sections provide fascinating background information on the photo so instructors can lead dynamic and informed classroom discussions.

The new Warm-Up videos are easy to integrate into any curriculum with video-viewing techniques, background information, and related vocabulary!

The revised grammar presentation in the student book promotes meaningful classroom communication. For more traditional grammar instruction and practice, learners can turn to the Grammar Notes section in the appendix. This design leaves room for additional communicative application of the grammar.

New Strategy sections explain the meaning of explicit skills while providing classroom implementation techniques.

New Teaching Option sections in the Lesson Planner maximize the updated student book design and My World Link Online by helping teachers to implement varied teaching approaches, like the flipped classroom model.
World Link, Third Edition builds confident communication!
Nancy Douglas, James R. Morgan with Andy Curtis
Susan Stempleski, Series Editor

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